

## 6.15 Learning

### Compromising Impairments

Under the category of Learning, the CLTS FS is capturing cognitive development. The questions have been stated in broad terms to try to account for different developmental issues affecting children. If a child has limitations that mask their cognitive development, try to determine the actual cognitive ability. If a child has a significant vision impairment, has a significant hearing impairment, or has a complex physical disability that compromises the child's ability to demonstrate their intelligence, consider the question in light of that impairment. For example, "Does not seek objects that were hidden" is a question asked for a 13-18 month old child. If a child is blind, this skill may not be possible to measure. If a child has a physical disability that limits their movement, we may still be able to tell that the child understands object permanence by seeing if they continue to look in the direction of a toy that was hidden or start looking away as if the toy disappeared. When the child's compromising impairments result in not being able to adequately measure their cognitive impairment, make note of the situation in the notes section on that page and contact State Clinical Staff for further assistance.

### Emerging Skills

The CLTS FS is trying to capture mastered skills. If a skill listed has been mastered then check accordingly. If the skill is starting to emerge and parents/caregivers can report that they have witnessed the skill but only a few times, do not consider the skill mastered. This is especially evident in Communication and Learning.

### Assessment of 35% delay or two standard deviations

**The following is a list of tools that are norm referenced for cognitive development.** Select the correct tool from the pull down menu on the CLTS FS. The screener may also select "Other" and write in the name of the tool used for this assessment. Be certain that the tool used is norm referenced for cognitive development. Indicate the date (MM/YYYY) that the assessment was completed.

[ ] indicates child's age at which this tool can be used and considered accurate. Any numbers written with decimal points indicates the age in years.months.

\* indicates an IQ test

Battelle Developmental Inventory - Second Edition only [Birth – 8]

Bayley Scales of Infant Development - Second Edition [1 month – 42 months]

Cognitive Abilities Scale - Second Edition (CAS-2) [3 months – 3]

Comprehensive Test of Nonverbal Intelligence (CTONI) [6 – 18.11]

Kauffman Adolescent & Adult Intelligence Test (KAIT) [11 – 85]\*

Kaufman Assessment Battery for Children - Second Edition (KABC) [2.5 – 12.5]\*

Leiter International Performance Scale - Revised (Leiter-R) [2 – adult]

McCarthy Scales of Children's Abilities [2.5 – 8.5]

Merrill-Palmer Revised Scales of Development (M-P-R) [Birth – 6.6]

Miller Assessment for Preschoolers (MAP) [2.9 - 5.8]

Mullen Scales of Early Learning (MSEL) [Birth – 42]

Primary Test of Cognitive Skills (PTCS) [Grades K-1]

Scales of Cognitive Ability for Traumatic Brain Injury (SCATBI) [adolescence - adult]

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Slosson Full-Range Intelligence Test (S-FRIT) [5 – 65]  
Slosson Intelligence Test - Primary (SIT-P) [2.7 – 11]  
Slosson Intelligence Test - Revised (SIT-R3) [4 – 65]  
Stanford Achievement Test Series - Tenth Edition (SAT-10), [Grades K-12]  
Stanford-Binet Intelligence Scales (SB) [2 – Adult]\*  
Test of Nonverbal Intelligence - Third Edition (TONI-3) [6 – 89.11]  
Wechsler Adult Intelligence Scale - Third Edition (WAIS-III) [16 – 74.11]\*  
Wechsler Intelligence Scale for Children - Third or Fourth Edition (WISC-III or WISC-IV) [6 – 16] \*  
Wechsler Preschool Primary Scale of Intelligence - Third Edition (WPPSI-III) [2 – 6] \*  
Other - If you use another tool, be certain it is norm-referenced and measures cognitive development.

**The following are commonly used assessments that DO NOT qualify as norm-referenced tools of Cognition:**

Infant/Toddler Sensory Profile [Birth – 36 months] Measures a child's sensory processing abilities and to profile the effect of sensory processing on functional performance in the child's daily life.  
Behavioral Style Questionnaire (BSQ) [3 – 7] Measures behavior/temperament based on parental report.  
Carolina Curricula (CCITSN or CCPSN) [Birth - 24 months or 2 - 5] Not norm-referenced. A Curriculum-Based/Criterion Referenced assessment of cognition, communication, social/adaptation, fine motor and gross motor skills.  
Test of Cognitive Skills - Second Edition (TCS-2) [Grades 2-12] Not norm-referenced. Obtains an accurate assessment of academic aptitude.  
Transdisciplinary Play-Based Assessment (TBA) [Birth – 6] Not norm-referenced. Assess a child's development in cognitive, social-emotional, communication and language, and sensorimotor domains through observation of play.  
Vineland Adaptive Behavior Scales [Birth – 18] A measurement of personal and social skills not communication or learning.  
Hawaii Early Learning Profile (HELP) [1 – 14] Not norm referenced. A Curriculum-Based/Criterion Referenced profile of six developmental domains: gross motor, fine motor, cognition, language, social and self help.  
Infant Toddler Developmental Assessment (IDA) [Birth - 36 months] Not norm referenced. A developmental assessment of adaptive behavior.

When to consider the assessment results as valid?

The only assessments that should be considered when answering this question are assessments in which the evaluator is confident in the accuracy of the test results. There are many circumstances in which the test results are not accurate or are not useable. For example:

- If the results are listed with qualifiers such as “child was unable to focus on the tasks of the tests” or “child’s behaviors’ interfered with accurate test results” or any other indication that the results may not be a true reflection of the child’s abilities.
- If the child was considered “un-testable” do not assume that they would meet a 35% delay or 2 standard deviations below the mean.
- If the child being tested was of a different age than the range that is measured by a particular tool, do not consider those results to be an accurate reflection of the child’s abilities.

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- If the test results you have do not list the results in percentages or by standard deviations, do not try to estimate whether or not they would fall into the required range of delay.
- The test is not a “norm referenced” tool. Whether or not a test is norm referenced can often be checked by learning more about the particular test on the internet or by asking the professional who completed the evaluation.

Screeners do not always have documentation to substantiate this item. Even when a child’s delays are obviously significant, they are not usually documented in these precise terms. This item is available for those situations when the screener sees documentation in these terms. Do not worry if the screener cannot check this item. It is essentially superfluous to all the other IADL descriptions of a child’s functioning. Make special note of the number of months associated with each question (it varies based on the age of the child).

### IQ Test Scores

We are forced to use full-scale IQ scores as a way to address the over-use and under-use of the diagnosis of mental retardation (MR). We are aware of the limitations of IQ testing. The federal definition of MR is a full-scale IQ below 70. Federal guidelines do acknowledge an IQ score error range of 5 points. We have chosen to use 75 as a “cut-off” point instead of 70 in recognition of that error range.

If the clinician conducting the IQ test expressed concern about the results due to the child’s ability to participate in the testing process, don’t use the results of that test. The screener will want to consider the results from the most recent IQ test a child has if they have had multiple tests done. It does not matter how old the IQ test is as long as it is the most current one on record for that child.

0-6 mos	7-12 mos	13-18 mos	19-24 mos	25-36 mos	3-4 yrs	4-6 yrs	6-9 yrs	9-13 yrs	14-17 yrs	18 yrs +	<input checked="" type="checkbox"/> Indicates that the item on the functional screen should be checked. <input type="checkbox"/> Indicates that the item on the functional screen should NOT be checked.
•	•										<b>Assessment or evaluation within the last <u>3 months</u> indicates greater than 25% delay or 1.5 Standard Deviations (SD) below the mean on a norm referenced tool in cognitive development.</b> <i>See note above regarding specific assessment tools that are accepted for this question.</i>
		•	•	•							<b>Assessment or evaluation within the last <u>6 months</u> indicates greater than 35% delay or 2 Standard Deviations (SD) below the mean on norm referenced tool in cognitive development.</b> <i>See note above regarding specific assessment tools that are accepted for this question.</i>
					•	•					<b>Assessment or evaluation within the last <u>year</u> indicates greater than 35% delay or 2 Standard Deviations (SD) below the mean on norm referenced tool in cognitive development.</b> <i>See note above regarding specific assessment tools that are accepted for this question.</i>

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0-6 mos	7-12 mos	13-18 mos	19-24 mos	25-36 mos	3-4 yrs	4-6 yrs	6-9 yrs	9-13 yrs	14-17 yrs	18 yrs +	<input checked="" type="checkbox"/> Indicates that the item on the functional screen should be checked. <input type="checkbox"/> Indicates that the item on the functional screen should NOT be checked.
							•	•	•	•	<b>Assessment or evaluation within the last <u>three (3) years</u> indicates greater than 35% delay or 2 Standard Deviations (SD) below the mean on norm referenced tool in cognitive development.</b> <i>See note above regarding specific assessment tools that are accepted for this question.</i>
						•	•	•	•	•	<b>Has a full scale IQ score of 75 or less.</b>
•	•										<b>Does not show an interest in people or objects.</b>
•	•										<b>Is not soothed when needs are met.</b> <input checked="" type="checkbox"/> No matter what is offered (food, diaper change, hugs and snuggles) the child is not soothed. <input checked="" type="checkbox"/> Cries throughout the day and night without any predictable pattern. <input type="checkbox"/> Is a “colicky” or “fussy” baby, but can be soothed with some effort to meet needs. <input type="checkbox"/> Is fussy for a fairly predictable period of almost every day.
		•									<b>Does not distinguish between familiar persons and strangers.</b> <input checked="" type="checkbox"/> Responds the same regardless who picks up the child. <input checked="" type="checkbox"/> Shows no preference when handed to a stranger or a parent/caregiver.
		•									<b>Does not seek objects that were hidden.</b> This is a common milestone of typical development called <u>object permanence</u> . Intended to determine if a child understands that an object still exists even if it disappears from sight. <input checked="" type="checkbox"/> Once an object disappears from sight, the child does not show any indication that they understand that the object itself still exists. <input type="checkbox"/> Follows an object with an eye gaze as it is put it under a blanket and then continues to look at the blanket. This is important to consider for children with physical limitations.
		•	•								<b>Does not imitate gestures or activities (e.g., wave bye-bye, clap hands, make faces).</b>
		•	•								<b>Does not interact with environment to make something specific happen.</b> <input checked="" type="checkbox"/> If given a toy that lights up when a button is pushed, the child does not seek to have the button pushed. <input type="checkbox"/> Routinely takes a parent/caregiver to refrigerator to indicate hunger/thirst. <input type="checkbox"/> Child with quadriplegia asks people to get things for him.
		•									<b>Does not know any body parts (e.g., “Where’s your nose?”).</b> <input type="checkbox"/> Only knows one body part.
				•	•						<b>Does not connect a familiar action with an expected outcome (e.g., starting the water means a bath or shower).</b> <input checked="" type="checkbox"/> Does not know that they are about to go outside when someone brings them a coat.
				•							<b>Does not know at least 3 body parts.</b> <input type="checkbox"/> Only knows 3 parts of the face.

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				•							<b>Does not match circles or squares.</b> <input checked="" type="checkbox"/> If given a wooden puzzle with three pieces, a square, circle and a triangle, the child cannot place in the circle (or square) piece correctly. <input type="checkbox"/> Child with quadriplegia can match circles or squares by sight.
					•						<b>Does not group objects by category (e.g., dogs and cats are animals).</b> Other examples include: fruits and vegetables are foods, balls and blocks are toys, squares and triangles are shapes, cars and trucks are vehicles.
					•						<b>Does not identify objects in pictures.</b> <input checked="" type="checkbox"/> Does not identify a tree in the picture when asked “where’s the tree?” <input checked="" type="checkbox"/> When looking at a family photo the child does not identify a person by name or relationship (Billy, Mommy). <input checked="" type="checkbox"/> Able to identify objects in the home but not in picture books or photographs. This question is to capture the learning milestone that pictures represent things. <input type="checkbox"/> Child cannot see pictures due to a visual impairment.
				•							<b>Does not maintain an attention span of at least three minutes for an enjoyable activity (not including self-stimulating behavior).</b>
					•						<b>Does not match identical objects or pictures.</b> Examples include: Memory games, picking out two identical pictures of a cow from a group of animal pictures, picking out two bananas from a bowl of fruit, matching socks in the laundry.
					•						<b>Does not know 3 colors or shapes.</b> <input type="checkbox"/> Can name 3 colors but not any shapes, or, can name 3 shapes but no colors.
					•						<b>Does not count 3 objects.</b> <input checked="" type="checkbox"/> Can only repeat counting when done by another person or TV show. <input checked="" type="checkbox"/> Can count to three or even higher but does not know that numbers represent a certain quantity or things.
						•					<b>Does not know common opposites (e.g., big-little, more-less, hard-soft).</b> Other examples include: in-out, rough-smooth, hot-cold, tall-short.
						•					<b>Does not understand sequencing (e.g., breakfast, lunch, dinner).</b> Other examples include: summer-fall-winter-spring, now-soon-later, first-second-third.
						•					<b>Does not follow rules to simple games.</b> These can be very simple games such as board games, T-ball, marbles, cards - any game that has standardized rules. Does not include playing toddler games such as Patty-cake. Following rules includes turn taking as well as other factors present in games (knowing that one must move a playing piece, the idea of a winner, etc). <input type="checkbox"/> Child understands rules but might make up new ones or adjust rules.

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								•			<b>Is two or more grade levels behind in two academic subjects other than reading or writing.</b> <input checked="" type="checkbox"/> Parent report only, no documentation.
								•			<b>Does not know abstract concepts (e.g., outer space, the ocean, dinosaurs).</b>
								•			<b>Does not tell time.</b> Can be either on a digital or analog clock.
								•			<b>Does not identify coins by name.</b> By name means penny, nickel, dime, quarter. <input checked="" type="checkbox"/> Able to identify some but not all. <input type="checkbox"/> Able to identify names of coins but not their value.
								•	•		<b>Is three or more grade levels behind in two academic subjects other than reading or writing.</b> <input checked="" type="checkbox"/> Parent report only, no documentation.

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